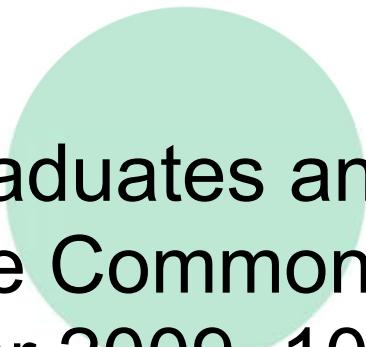


Public School Graduates and Dropouts from the Common Core of Data: School Year 2009–10

First Look (Provisional Data)



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Public School Graduates and Dropouts from the Common Core of Data: School Year 2009–10

First Look (Provisional Data)

January 2013

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Contents

	Page
Acknowledgments	iii
List of Tables	vi
Introduction	1
Selected Findings	4
References and Related Data Files	5
Tables	6
Appendix A: Methodology and Technical Notes	A-1

List of Tables

Table		Page
1	Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2009–10	7
2	Public high school number of graduates and Averaged Freshman Graduation Rate (AFGR), by race/ethnicity and state or jurisdiction: School year 2009–10	9
3	Public high school Averaged Freshman Graduation Rate (AFGR), by year and state or jurisdiction: School years 2002–03 through 2009–10	11
4	Public high school number of dropouts, event dropout rate, and enrollment for grades 9–12, by state or jurisdiction: School year 2009–10	13
5	Public high school numbers of dropouts and event dropout rates for grades 9–12, by grade and state or jurisdiction: School year 2009–10	15
6	Public high school number of dropouts and event dropout rate for grades 9–12, by race/ethnicity and state or jurisdiction: School year 2009–10.....	17
7	Public high school event dropout rate for grades 9–12, by state or jurisdiction: School years 2002–03 through 2009–10.....	19
8	Public high school number of graduates, number of high school dropouts for grades 9–12, and high school event dropout rate for grades 9–12, by gender and state or jurisdiction: School year 2009–10	21

Introduction

This report presents the number of high school completers, the Averaged Freshman Graduation Rate (AFGR), and the dropout data for grades 9–12 for public schools in school year 2009–10. State Education Agencies (SEAs) report annual counts of completers, dropouts, and enrollments to the National Center for Education Statistics' (NCES) Common Core of Data (CCD) nonfiscal survey of public elementary/secondary education as part of the Cooperative Education Statistics System established in section 157 of the Education Sciences Reform Act of 2002, part C and the U. S. Department of Education's *EDFacts* data collection system. Although tables 3 and 7 present data from eight sequential school years, the text presents only comparisons between the 2008–09 and 2009–10 school years.

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2009–10 CCD Dropout and Completer provisional data files. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. Data files and report tables include data for the 50 states, the District of Columbia, and 8 other jurisdictions. However, the findings discussed in this report focus on the reporting states and the District of Columbia.

This First Look marks the first publication and the initial data release for 2009–10 CCD dropout and completer data. The data in this report are drawn from the 2009–10 CCD Dropout and Completer provisional data files. Data in these provisional data files have undergone an intensive review and editing process. Any additional revisions will be incorporated in the 2009–10 CCD Dropout and Completer data files to be released in subsequent provisional releases and the final release as warranted.

Completers: Students are considered “completers” if they are either awarded a high school diploma or other alternate credentials such as a certificate of completion or an equivalency credential. Graduates are those students who are reported as diploma recipients. Throughout this report the terms “graduate” and “diploma recipient” are used interchangeably. Students who receive an alternate credential such as a certificate of attendance or an equivalency credential are considered “other high school completers.” Although the CCD Dropout and Completer Supplemental Data Files include counts of graduates and other high school completers, this report focuses on students who receive a regular high school diploma.

AFGR. The AFGR provides an estimate of the percentage of high school students who graduate within 4 years of first starting 9th grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by summing the enrollment in 8th grade in 1 year, 9th grade for the next year, and 10th grade for the year after, and then dividing by three. The averaging accounts for prior year retentions in the 9th grade enrollment counts. Although not as accurate as a 4-year graduation rate computed from a cohort of students using student record data, the AFGR can be computed with currently available cross-sectional data. Based on a technical review and analysis of several 4-year graduation rates, the AFGR was selected as the most accurate indicator from a number of alternative estimates that can be calculated using available cross-sectional data (Seastrom et al. 2006a, 2006b).

The AFGR was intended to address a lack of regular information about timeliness of graduating from public high schools. Precise measures of how long it takes for a student to graduate high school require data sources that follow the progress of each individual student over time. Until recently, most states lacked data systems that captured individual public-school student-level data over time. The AFGR was developed to utilize data that were available across the 50 states on a regular basis to provide a general and comparable measure of the percentage of public high school students who graduate with a regular high school diploma within 4 years of first entering 9th grade. Data to generate the AFGR are available going back in time to at least the 1960s.

While this report focuses on the AFGR, the Department of Education has, for the first-time this year, collected and released data on another, more precise 4-year graduation rate across most states. This more precise rate is referred to as the Adjusted Cohort Graduation Rate (ACGR)¹. While the ACGR provides a more precise 4-year graduation rate, publication of the AFGR will continue. Reporting of the AFGR in the short term is necessary as the Department has not yet completed a thorough evaluation of ACGR data elements and

¹ The Department of Education, Office of Elementary and Secondary Education released a preliminary ACGR on November 28, 2012 through their ED Data Express online data tool (<http://eddataexpress.ed.gov>).

comparability. As such, the AFGR will continue to provide well understood and comparable statistics until the ACGR evaluations have been completed. The AFGR also makes possible the analysis of trends in graduation rates. As noted, ACGR rates are available for most states starting with the graduating class of 2011. For policy makers, analysts, and the general public interested in studying how rates of those graduating within 4 years of starting 9th grade have changed over time, the ACGR will not be available. AFGR will be used to fill this data need.

Graduation Data. Graduates are those students who are reported as diploma recipients. These are individuals who are awarded a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school graduation established by a state or another relevant authority. The AFGR does not include other high school completers who were awarded alternate credentials such as a certificate of completion or an equivalency credential because they are not considered regular graduates.

This report includes counts of high school graduates for school year 2009–10 for 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

- Data for high school graduates are missing from CCD reports for the Bureau of Indian Education, Department of Defense dependent schools (domestic and overseas), American Samoa, the Commonwealth of the Northern Mariana Islands, and Guam.
- NCES suppressed local education agency (LEA) reports of high school graduate counts and rates for Connecticut. These data did not conform to NCES standards. NCES imputed high school graduate data for Connecticut at the state level only and presents these imputed data in this report.
- NCES edited Maine’s 9th-grade enrollment count for 2006–07 to include 1,419 9th grade students who attended private schools that receive a majority of their funding from public sources. Maine did not report these students in public school files prior to the 2007–08 collection but did include this cohort of students in the 10th-grade count for 2007–08 and in the graduate count for 2009–10. The publicly funded private schools only include grades 9 through 12; as a result no adjustments to the 2005–06 8th-grade student counts were necessary.

Appendix A contains a more detailed discussion of the calculation of the AFGR.

Dropout data. The CCD defines a dropout as a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts. Appendix A contains a more detailed discussion of the definition of “a dropout.”

The event dropout rate describes the proportion of students who drop out in a single year. The rate is the number of students who drop out of a given grade divided by the number of students enrolled in that grade at the beginning of that school year. LEAs assigned ungraded dropouts to a grade and ungraded student membership were redistributed into grades by NCES prior to 2007–08. Beginning with 2007–08, LEAs reported ungraded dropouts as a separate category. Therefore, for 2007–08 and beyond, individual grade-level dropout rates do not include ungraded students. While not included in individual grade dropout rates after 2006–07, NCES has prorated ungraded students and dropouts into grades in order to calculate an aggregated dropout rate for 9th–through 12th-grade students since that time. Appendix A of this report describes in more detail how this rate is calculated.

This report includes 2009–10 school year dropout data for 50 states, the District of Columbia, and the U.S. Virgin Islands.

- The Bureau of Indian Education, Department of Defense dependent schools (domestic and overseas), American Samoa, the Commonwealth of the Northern Marianas Islands, and Guam did not report dropouts.
- NCES suppressed dropout data for Puerto Rico due to low dropout counts that were unconfirmed by Puerto Rico.

- NCES imputed dropout data for the District of Columbia at the state level because the District of Columbia reported dropout counts that would imply a dropout rate of less than 1 percent, and the District of Columbia did not confirm these data. Data were imputed based on prior-year rates.
- NCES suppressed dropout data for Kentucky, Maine, and Mississippi at the LEA-level because their LEA-level reporting accounted for less than 85 percent of their state-level reporting. These suppressions affected the dropout data presented on table 8; which were aggregated from the LEA-level reporting. Tables 1 through 7 present data reported at the SEA-level only and were not affected by these suppressions.

Data accuracy. This report and the accompanying data files provide counts reported to NCES by the SEA respondents and rates calculated from those counts. Submitted data are subject to quality control edit checks and NCES provides the results back to the SEA respondents. NCES checks reported data for internal, cross-level, and cross-year consistency and suggests edits. SEAs are asked to respond to these edits and provide either data revisions or explanations for the identified anomalies. In the case of unexplained or unresolved critical data errors, NCES adjusts, suppresses, or imputes the data in question to correct for internal and cross-level consistency. Critical data errors are defined by:

- Cases where the counts at a lower-level of aggregation exceed counts at higher levels of aggregation;
- Cases where a graduate count exceeds the enrolled population count by more than 5 percent,
- Cases where the dropout count exceeds the enrolled population count.

Another measure of internal consistency is the correspondence between graduation rates and dropout rates. High graduation rates should accompany low dropout rates and vice-versa. This relationship is found for many states but not all. When these figures do not line up it is difficult to determine why, given how CCD data are collected. The CCD collects student membership counts at the beginning of the school year. Membership counts are the denominators of the graduation and dropout rates. Graduate and dropout counts represent graduates and dropouts that occur throughout the school year and subsequent summer. These counts are used as the numerator in the graduation and dropout rates. Graduate, dropout, and enrollment counts may be over reported or under reported. Similarly, policy changes and population shifts (such as the out-migration from New Orleans following Katrina) may affect these key data components, generating apparent inconsistencies. Such changes occurring during the course of school year can cause rates to move out of alignment. NCES does not collect information about changes to enrollment counts during the course of a school year and such information would be needed to evaluate inconsistencies observed in the rates.

Data Files. The high school dropout and completion data from CCD are included in three different data files:

- The NCES Common Core of Data State Dropout and Completion Data File: School Year 2009–10 presents data on high school dropouts (grades 9–12) by grade, race/ethnicity, and gender; regular and other high school graduates by race/ethnicity, and gender; and General Education Diploma (GED) recipients.
- The NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2009–10 presents data on high school dropouts (grades 9–12, aggregated); and regular and other high school graduates.
- The NCES Common Core of Data Local Education Agency Universe Survey Dropouts and Completion Restricted-Use Data File: School Year 2009–10 presents data on dropouts (grades 7–12, disaggregated) by grade, race/ethnicity, and gender; and regular and other high school graduates by race/ethnicity and gender.

NCES provides the state-level and public-use, LEA-level data files as downloadable content on the NCES website. NCES provides the restricted-use LEA-level data files to qualified researchers through the NCES restricted-use data license program.

More information about these, and other CCD surveys and products, is available at <http://nces.ed.gov/ccd>.

Selected Findings²

- Across the United States, a total of 3,128,022 public school students received a high school diploma in 2009–10, resulting in a calculated Averaged Freshman Graduation Rate (AFGR) of 78.2 percent (table 1). This rate ranged from 57.8 percent in Nevada and 59.9 percent in the District of Columbia to 91.1 in Wisconsin and 91.4 percent in Vermont. The median state AFGR was 78.6 percent.
- Across the United States, the AFGR was highest for Asian/Pacific Islander students (93.5 percent) (table 2). The rates for other groups were 83.0 percent for White students, 71.4 percent for Hispanic students, 69.1 percent for American Indian/Alaska Native students, and 66.1 percent for Black students.³
- A comparison of data from 2009–10 to data from the prior school year, 2008–09, shows a percentage point or greater increase in the AFGR for 38 states (table 3). The AFGR decreased by a percentage point or more for only the District of Columbia during that same time period.
- Across the United States, a total of 514,238 public school students dropped out of grades 9–12, resulting in a calculated overall event dropout rate of 3.4 percent in 2009–10 (table 4). New Hampshire and Idaho had the lowest event dropout rates at 1.2 and 1.4 percent, respectively, while Mississippi and Arizona had the highest at 7.4 and 7.8 percent, respectively. The median state dropout rate was 3.4 percent.
- Across the United States, the calculated dropout rates increased as grade-level increased (table 5). This pattern was also true for 24 states. The lowest dropout rate was for grade 9 (2.6 percent) while the highest grade-level dropout rate was for grade 12 (5.1 percent).
- Across the United States, the calculated dropout rate was the lowest for Asian/Pacific Islander students at 1.9 percent and White students at 2.3 percent (table 6). The dropout rates for American Indian/Alaska Native, Black, and Hispanic students were 6.7, 5.5, and 5.0 percent respectively.
- Comparisons between high school dropout rates in the 2008–09 and 2009–10 school years showed a decrease of a percentage point or more in Delaware, Illinois and Louisiana (table 7). An increase by the same margin or greater was also found in three states; Mississippi, New Mexico, and Wyoming.
- Across the United States the dropout rate was higher for males than for females at 3.8 percent and 2.9 percent, respectively (table 8). The dropout rate was higher among males in every state. The male-female gap ranged from lows of 0.2 percentage points in Idaho to highs of 1.7 in Connecticut and Rhode Island.

² United States totals include the 50 U.S. states and the District of Columbia. Because the findings are based on universe survey data, no statistical tests were conducted. All rates (i.e., Averaged Freshman Graduation Rates (AFGR) and event dropout rates) are calculated based on counts of diploma recipients, dropouts, and student enrollments reported by state education agencies. Diploma counts for Connecticut and dropout counts for the District of Columbia are imputed.

³ The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education. Race categories exclude Hispanic origin.

References and Related Data Files

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Seastrom, M., Chapman, C. Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., and Xu, Z. (2006a). *User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators* (NCES 2006-604). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Winglee, M., Marker, D., Henderson, A., Aronstamm Young, B., and Hoffman, L. (2000). *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level* (NCES 2000-305). National Center for Education Statistics, U.S. Department of Education. Washington, DC.

Related Data Files

Public-use data files for all CCD surveys used in this report may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>. Restricted-use data files are available to NCES Restricted-use Data Licensees. More information on licenses can be found at <http://nces.ed.gov/pubsearch/licenses.asp>.

Tables

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2009–10

State or jurisdiction	2009–10 school year		Estimated first-time 9th-graders in 2006–07 ¹			
	Number of graduates	AFGR ²	Average	8th-grade enrollment base, 2005–06	9th-grade enrollment base, 2006–07	10th-grade enrollment base, 2007–08
				2005–06	2006–07	2007–08
Total³	3,128,022	78.2	3,998,564	3,827,519	4,284,842	3,881,914
Alabama	43,166	71.8	60,080	59,794	64,943	55,502
Alaska	8,245	75.5	10,923	10,793	11,337	10,639
Arizona	61,145	74.7	81,823	80,697	84,103	80,669
Arkansas	28,276	75.0	37,716	37,338	38,983	36,826
California	404,987	78.2	517,981	493,557	546,097	514,289
Colorado	49,321	79.8	61,795	59,929	64,754	60,702
Connecticut	34,495 ⁴	75.1 ⁴	45,928	44,680	48,579	44,526
Delaware	8,133	75.5	10,768	10,492	11,785	10,028
District of Columbia	3,602	59.9	6,009	5,630	6,996	5,402
Florida	156,130	70.8	220,608	208,413	240,337	213,074
Georgia	91,561	69.9	131,005	123,678	145,883	123,454
Hawaii	10,998	75.4	14,591	13,710	16,435	13,628
Idaho	17,793	84.0	21,177	20,674	21,843	21,013
Illinois	139,035	81.9	169,682	160,946	180,641	167,459
Indiana	64,551	77.2	83,597	82,021	86,804	81,967
Iowa	34,462	87.9	39,192	38,145	40,126	39,306
Kansas	31,642	84.5	37,428	37,009	38,787	36,488
Kentucky	42,664	79.9	53,378	51,085	57,671	51,379
Louisiana	36,573	68.8	53,177	53,832	58,841	46,857
Maine	14,069	82.8	16,983 ⁵	16,692	16,000	16,839
Maryland	59,078	82.2	71,909	68,400	78,874	68,452
Massachusetts	64,462	82.6	78,013	76,223	82,368	75,448
Michigan	110,682	75.9	145,808	137,098	155,211	145,116
Minnesota	59,667	88.2	67,619	65,437	68,807	68,614
Mississippi	25,478	63.8	39,954	39,855	42,894	37,113
Missouri	63,994	83.7	76,457	74,436	81,671	73,264
Montana	10,075	81.9	12,304	12,073	12,862	11,976
Nebraska	19,370	83.8	23,118	21,998	24,459	22,898
Nevada	20,956	57.8	36,245	33,584	41,379	33,772
New Hampshire	15,034	86.3	17,430	17,089	18,280	16,922
New Jersey	96,225	87.2	110,405	108,356	113,445	109,415
New Mexico	18,595	67.3	27,614	25,987	29,895	26,961
New York	183,826	76.0	241,984	224,769	261,915	239,269
North Carolina	88,704	76.9	115,374	111,894	128,905	105,322
North Dakota	7,155	88.4	8,097	7,993	8,283	8,014
Ohio	123,437	81.4	151,674	144,869	164,806	145,347
Oklahoma	38,503	78.5	49,032	48,100	51,390	47,606
Oregon	34,671	76.3	45,425	44,135	46,247	45,892
Pennsylvania	131,182	84.1	156,013	149,319	165,393	153,327
Rhode Island	9,908	76.4	12,966	12,470	13,935	12,492
South Carolina	40,438	68.2	59,329	55,701	66,824	55,462
South Dakota	8,162	81.8	9,975	9,576	10,371	9,977
Tennessee	62,408	80.4	77,610	74,064	83,596	75,170
Texas	280,894	78.9	355,818	335,824	399,056	332,573
Utah	31,481	78.6	40,035	38,463	39,106	42,535
Vermont	7,199	91.4	7,874	7,568	8,168	7,887
Virginia	81,511	81.2	100,422	95,716	108,680	96,869
Washington	66,046	77.2	85,554	81,440	90,280	84,942
West Virginia	17,651	78.3	22,555	22,163	24,331	21,170
Wisconsin	64,687	91.1	71,018	66,985	75,282	70,788
Wyoming	5,695	80.3	7,092	6,819	7,184	7,274

See notes at end of table.

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	2009–10 school year		Estimated first-time 9th-graders in 2006–07 ¹		
	Number of graduates	AFGR ²	Average	8th-grade enrollment base, 2005–06	9th-grade enrollment base, 2006–07
				2005–06	2007–08
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions					
DoDDS: DoDs Overseas ⁶	—	—	—	4,403	4,056
DDESS: DoDs Domestic ⁶	—	—	—	4,385	—
Bureau of Indian Education	—	—	—	1,236	1,315
American Samoa	—	—	—	1,377	910
Guam	—	—	—	2,343	—
Commonwealth of the Northern Marianas Islands	—	—	—	815	987
Puerto Rico	25,514	60.2	42,410	44,365	42,651
U.S. Virgin Islands	958	65.5	1,462	1,371	1,834
— Not available. State or jurisdiction did not report diploma count.					

¹ The enrollment base for estimated first-time 9th-graders for the rate was estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

² AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2009–10, it equals the total number of diploma recipients in 2009–10 divided by the average membership of the 8th-grade class in 2005–06, the 9th-grade class in 2006–07, and the 10th-grade class in 2007–08.

³ Totals include the 50 states and the District of Columbia.

⁴ Data were imputed based on prior year rates.

⁵ Maine's estimated first-time 9th graders were edited to include 1,419 9th grade, publicly-funded private school students that were not reported as 9th graders on the 2006–07 Common Core of Data (CCD) but were reported as 10th graders in 2007–08 and as diploma recipients in 2009–10.

⁶ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2009–10, Version 1a; "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005–06, Version 1b; 2006–07, Version 1c; and 2007–08, Version 1b.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate (AFGR), by race/ethnicity and state or jurisdiction: School year 2009–10

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White	
	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²
Total³	34,131	69.1	167,840	93.5	545,518	71.4	472,261	66.1	1,871,980	83.0
Alabama	407	75.9	606	91.7	976	66.5	14,558	65.4	26,569	75.8
Alaska	1,616	55.8	660	71.9	412	85.8	273	61.3	4,855	78.4
Arizona	3,370	66.2	1,879	95.8	22,452	70.6	3,622	81.0	29,448	76.5
Arkansas	171	65.8	553	85.7	1,849	77.0	5,945	67.6	19,498	75.8
California	3,168	75.1	56,224	90.1	174,088	71.7	27,580	65.4	132,893	83.9
Colorado	507	62.1	1,810	97.4	10,533	65.9	2,913	75.9	33,558	85.4
Connecticut	95	61.3 ⁴	1,324	88.5 ⁴	4,063	55.5 ⁴	4,226	63.5 ⁴	24,787	81.8 ⁴
Delaware	26	96.3	309	100.0	594	67.3	2,507	68.2	4,697	79.9
District of Columbia	2	100.0	65	79.3	309	58.5	3,097	59.0	129	87.8
Florida	502	78.1	4,540	92.5	36,397	71.1	33,748	63.6	77,375	72.3
Georgia	226	100.0	3,394	92.3	6,649	66.3	33,342	62.9	45,833	74.6
Hawaii	56	67.5	8,297	77.0	481	72.4	210	67.3	1,954	71.0
Idaho	199	56.7	310	97.5	2,176	80.4	165	75.0	14,943	85.0
Illinois	284	82.1	5,827	97.1	22,320	76.0	24,859	68.7	83,547	88.1
Indiana	182	75.5	900	95.2	3,168	71.8	6,583	61.6	52,160	79.1
Iowa	159	68.5	668	87.3	1,794	86.3	1,268	60.7	30,160	88.5
Kansas	383	65.4	767	88.6	3,468	78.8	2,297	68.0	23,844	85.8
Kentucky	51	67.1	533	100.0	835	81.1	4,573	75.6	36,672	80.9
Louisiana	245	66.0	721	100.0	933	78.3	15,178	61.9	19,496	74.0
Maine	100	95.2 ⁵	217	96.9 ⁵	146	96.1 ⁵	290	86.9 ⁵	13,316	82.4 ⁵
Maryland	190	78.2	3,700	100.0	4,087	77.4	21,231	74.1	29,870	87.5
Massachusetts	179	70.5	3,314	93.7	6,979	65.0	5,133	72.1	47,891	86.6
Michigan	891	62.7	2,808	92.6	3,721	62.9	19,278	59.2	83,188	81.5
Minnesota	902	61.1	3,347	90.0	2,176	66.7	4,194	69.5	49,048	92.3
Mississippi	40	59.7	257	86.7	325	61.8	12,165	59.3	12,685	68.4
Missouri	318	89.3	1,126	100.0	1,772	81.2	10,262	71.2	50,516	86.5
Montana	848	61.7	124	90.5	209	74.9	69	71.9	8,825	84.7
Nebraska	191	50.8	353	94.9	1,812	71.3	1,093	57.6	15,921	88.8
Nevada	275	44.3	2,165	80.6	5,713	47.2	2,045	46.7	10,758	65.5
New Hampshire	35	71.4	260	96.9	392	89.9	205	78.5	14,086	85.9
New Jersey	176	94.1	7,811	93.9	15,456	77.1	14,918	74.8	57,186	91.8
New Mexico	2,182	63.4	292	94.8	9,617	65.3	403	59.4	5,975	70.5
New York	727	59.7	15,058	92.1	30,909	60.7	31,609	61.7	105,114	86.7
North Carolina	1,243	75.2	2,243	93.1	5,681	67.4	25,181	69.5	52,339	80.6
North Dakota	489	60.2	76	100.0	90	66.7	136	100.0	6,364	91.3
Ohio	165	80.9	1,695	97.7	2,314	67.7	16,574	60.2	99,925	86.5
Oklahoma	7,281	76.9	1,063	100.0	2,870	70.7	3,797	68.8	23,492	80.7
Oregon	616	58.7	1,703	83.6	4,900	75.6	893	65.9	25,675	77.3
Pennsylvania	198	73.6	3,530	100.0	7,055	70.4	17,753	68.3	102,057	87.9
Rhode Island	61	76.3	337	82.0	1,563	69.1	865	74.2	7,082	78.3
South Carolina	109	59.6	699	97.1	1,394	65.7	15,125	61.5	22,985	72.8
South Dakota	477	47.5	92	96.8	152	73.4	145	80.1	7,296	86.0
Tennessee	124	83.8	1,062	99.1	2,046	78.1	15,242	75.6	43,934	82.0
Texas	1,472	100.0	10,490	95.9	120,985	77.4	37,491	69.4	110,456	82.8
Utah	442	57.4	1,113	85.5	3,096	60.6	367	69.8	26,357	81.7
Vermont	32	71.1	192	100.0	81	100.0	119	100.0	6,724	89.9
Virginia	260	85.2	4,970	100.0	5,508	75.9	19,642	71.0	49,860	84.9
Washington	1,437	58.7	5,893	86.8	6,971	64.1	3,130	63.0	46,124	77.7
West Virginia	21	77.8	143	100.0	137	74.9	850	74.4	16,476	78.2
Wisconsin	893	78.9	2,261	94.9	3,364	78.2	5,050	66.0	53,119	95.6
Wyoming	108	37.6	59	69.0	500	74.3	62	57.4	4,918	82.6

See notes at end of table.

Table 2. Public high school number of graduates and Averaged Freshman Graduation Rate (AFGR), by race/ethnicity and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White	
	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²	Number of graduates	AFGR ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—
Puerto Rico	1	†	5	†	25,481	60.1	9	†	18	100.0
U.S. Virgin Islands	4	100.0	2	66.7	105	56.5	842	66.8	5	55.6

— Not available. State or jurisdiction did not report diploma count by race/ethnicity.

† Not applicable. Rate could not be calculated because applicable enrollment is zero.

¹The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education.

²AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2009–10, it equals the total number of diploma recipients in 2009–10 divided by the average membership of the 8th-grade class in 2005–06, the 9th-grade class in 2006–07, and the 10th-grade class in 2007–08.

³ Totals include the 50 states and the District of Columbia.

⁴ Data were imputed based on prior year rates.

⁵ Maine's estimated first-time 9th graders were edited to include 1,419 9th grade, publicly-funded private school students that were not reported as 9th graders on the 2006–07 Common Core of Data (CCD) but were reported as 10th graders in 2007–08 and as diploma recipients in 2009–10. These 1,419 students include 15 American Indian/Alaska Native students, 24 Asian/Pacific Islander students, 9 Hispanic students, 20 Black students, and 1,351 White students.

⁶ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. Data needed to calculate the denominator for AFGR for the Two or more races category are not available. Due to the time lapse between the reporting of enrollments and graduates, calculated rates may exceed 100 percent. For the purpose of reporting, these rates have been top coded to 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data Dropout and Completion Data File," School Year 2009–10, Version 1a.

Table 3. Public high school Averaged Freshman Graduation Rate (AFGR), by year and state or jurisdiction: School years 2002–03 through 2009–10

State or jurisdiction	AFGR ¹							
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Reporting states²	73.9	75.0	74.7	73.2	73.9	74.7	75.5³	78.2
Alabama	64.7	65.0	65.9	66.2	67.1	69.0	69.9	71.8
Alaska	68.0	67.2	64.1	66.5	69.1	69.1	72.6	75.5
Arizona	75.9	66.8	84.7	70.5	69.6	70.7	72.5	74.7
Arkansas	76.6	76.8	75.7	80.4	74.4	76.4	74.0	75.0
California	74.1	73.9	74.6	69.2	70.7	71.2	71.0 ⁴	78.2
Colorado	76.4	78.7	76.7	75.5	76.6	75.4	77.6	79.8
Connecticut	80.9	80.7	80.9	80.9	81.8	82.2	75.4	75.1 ⁴
Delaware	73.0	72.9	73.1	76.3	71.9	72.1	73.7	75.5
District of Columbia	59.6	68.2	68.8	—	54.9	56.0	62.4	59.9
Florida	66.7	66.4	64.6	63.6	65.0	66.9	68.9	70.8
Georgia	60.8	61.2	61.7	62.4	64.1	65.4	67.8	69.9
Hawaii	71.3	72.6	75.1	75.5	75.4	76.0	75.3	75.4
Idaho	81.4	81.5	81.0	80.5	80.4	80.1	80.6	84.0
Illinois	75.9	80.3	79.4	79.7	79.5	80.4	77.7	81.9
Indiana	75.5	73.5	73.2	73.3	73.9	74.1	75.2	77.2
Iowa	85.3	85.8	86.6	86.9	86.5	86.4	85.7	87.9
Kansas	76.9	77.9	79.2	77.6	78.9	79.1	80.2	84.5
Kentucky	71.7	73.0	75.9	77.2	76.4	74.4	77.6	79.9
Louisiana	64.1	69.4	63.9	59.5	61.3	63.5	67.3	68.8
Maine	76.3	77.6	78.6	76.3	78.5	79.1	79.9 ³	82.8 ⁵
Maryland	79.2	79.5	79.3	79.9	80.0	80.4	80.1	82.2
Massachusetts	75.7	79.3	78.7	79.5	80.8	81.5	83.3	82.6
Michigan	74.0	72.5	73.0	72.2	77.0	76.3	75.3	75.9
Minnesota	84.8	84.7	85.9	86.2	86.5	86.4	87.4	88.2
Mississippi	62.7	62.7	63.3	63.5	63.6	63.9	62.0	63.8
Missouri	78.3	80.4	80.6	81.0	81.9	82.4	83.1	83.7
Montana	81.0	80.4	81.5	81.9	81.5	82.0	82.0	81.9
Nebraska	85.2	87.6	87.8	87.0	86.3	83.8	82.9	83.8
Nevada	72.3	57.4	55.8	55.8	54.2	56.3	56.3 ⁴	57.8
New Hampshire	78.2	78.7	80.1	81.1	81.7	83.4	84.3	86.3
New Jersey	87.0	86.3	85.1	84.8	84.4	84.6	85.3	87.2
New Mexico	63.1	67.0	65.4	67.3	59.1	66.8	64.8	67.3
New York	60.9	—	65.3	67.4	68.8	70.8	73.5	76.0
North Carolina	70.1	71.4	72.6	71.8	68.6	72.8	75.1	76.9
North Dakota	86.4	86.1	86.3	82.1	83.1	83.8	87.4	88.4
Ohio	79.0	81.3	80.2	79.2	78.7	79.0	79.6	81.4
Oklahoma	76.0	77.0	76.9	77.8	77.8	78.0	77.3	78.5
Oregon	73.7	74.2	74.2	73.0	73.8	76.7	76.5	76.3
Pennsylvania	81.7	82.2	82.5	—	83.0	82.7	80.5	84.1
Rhode Island	77.7	75.9	78.4	77.8	78.4	76.4	75.3	76.4
South Carolina	59.7	60.6	60.1	—	58.9	62.2	66.0	68.2
South Dakota	83.0	83.7	82.3	84.5	82.5	84.4	81.7	81.8
Tennessee	63.4	66.1	68.5	70.6	72.6	74.9	77.4	80.4
Texas	75.5	76.7	74.0	72.5	71.9	73.1	75.4	78.9
Utah	80.2	83.0	84.4	78.6	76.6	74.3	79.4	78.6
Vermont	83.6	85.4	86.5	82.3	88.6	89.3	89.6	91.4
Virginia	80.6	79.3	79.6	74.5	75.5	77.0	78.4	81.2
Washington	74.2	74.6	75.0	72.9	74.8	71.9	73.7	77.2
West Virginia	75.7	76.9	77.3	76.9	78.2	77.3	77.0	78.3
Wisconsin	85.8	—	86.7	87.5	88.5	89.6	90.7	91.1
Wyoming	73.9	76.0	76.7	76.1	75.8	76.0	75.2	80.3

See notes at end of table.

Table 3. Public high school Averaged Freshman Graduation Rate (AFGR), by year and state or jurisdiction: School years 2002–03 through 2009–10—Continued

State or jurisdiction	AFGR ¹							
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	81.0	80.2	77.9	81.0	84.6	—	—	—
Guam	56.3	48.4	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	65.2	75.3	75.4	80.2	73.6	—	—	—
Puerto Rico	67.8	64.8	61.7	68.6	66.7	64.5	67.2	60.2
U.S. Virgin Islands	53.5	—	—	—	57.7	58.2	63.1	65.5

— Not available. State or jurisdiction did not report diploma count.

¹ AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2009–10, it equals the total number of diploma recipients in 2009–10 divided by the average membership of the 8th-grade class in 2005–06, the 9th-grade class in 2006–07, and the 10th-grade class in 2007–08.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

³ Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,169 diplomas were included in the Maine and the Total counts but were not included in the AFGR calculations for Maine and for the Total AFGR. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 12,924 and 3,036,757, respectively.

⁴ Due to item non-response: data for Connecticut was imputed for 2009–10 and data for California and Nevada were imputed for 2008–09. Imputations are based on prior year rates. No state data were imputed prior to 2008–09.

⁵ Maine's estimated first-time 9th graders were edited to include 1,419 9th grade, publicly-funded private school students that were reported as 9th graders on the 2006–07 Common Core of Data (CCD) but were reported as 10th graders in 2007–08 and as diploma recipients in 2009–10.

⁶ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1998–99, Version 1c; 1999–2000, Version 1c; 2000–01, Version 1b; 2001–02, Version 1b; 2002–03, Version 1b; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b; 2006–07, Version 1b; 2007–08, Version 1b; 2008–09, Version 1a; and 2009–10, Version 1a.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment for grades 9–12, by state or jurisdiction: School year 2009–10

State or jurisdiction	Number of dropouts ¹	Event dropout rate ^{1,2}	Enrollment grades 9–12 ²
Total³	514,238	3.4	14,931,370
Alabama	3,902	1.8	219,495
Alaska	2,820	6.9	40,837
Arizona	24,865	7.8	317,447
Arkansas	4,892	3.6	136,347
California	92,874	4.6	1,999,096
Colorado	12,891	5.3	240,990
Connecticut	5,194	3.0	174,020
Delaware	1,519	3.9	39,091
District of Columbia ⁴	1,240	7.0	17,712
Florida	18,031	2.3	783,621
Georgia	17,769	3.8	472,934
Hawaii	2,736	5.2	52,685
Idaho	1,133	1.4	81,571
Illinois	18,540	2.9	640,462
Indiana	5,013	1.6	316,062
Iowa	5,099	3.4	150,509
Kansas	2,973	2.1	141,562
Kentucky	6,222	3.2	195,622
Louisiana	8,704	4.8	181,032
Maine	2,564	4.2	60,579
Maryland	7,082	2.7	266,627
Massachusetts	8,085	2.8	290,752
Michigan	22,983	4.3	534,369
Minnesota	4,338	1.6	272,392
Mississippi	10,414	7.4	139,786
Missouri	9,842	3.5	279,900
Montana	1,901	4.3	43,939
Nebraska	1,921	2.2	88,508
Nevada	5,544	4.5	123,558
New Hampshire	766	1.2	64,372
New Jersey	7,044	1.6	428,580
New Mexico	6,809	6.9	99,076
New York	31,867	3.6	895,597
North Carolina	20,195	4.7	429,752
North Dakota	680	2.2	30,497
Ohio	22,406	4.2	538,951
Oklahoma	4,285	2.4	177,823
Oregon	5,986	3.4	178,388
Pennsylvania	12,271	2.1	585,168
Rhode Island	2,166	4.6	46,934
South Carolina	6,269	3.0	211,019
South Dakota	1,000	2.6	37,968
Tennessee	7,582	2.7	285,881
Texas	36,070	2.7	1,329,862
Utah	4,133	2.6	161,457
Vermont	721	2.4	29,581
Virginia	7,999	2.1	381,320
Washington	13,960	4.2	329,960
West Virginia	3,294	4.0	82,349
Wisconsin	6,064	2.2	279,000
Wyoming	1,580	6.0	26,330

See notes at end of table.

Table 4. Public high school number of dropouts, event dropout rate, and enrollment for grades 9–12, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Number of dropouts ¹	Event dropout rate ^{1,2}	Enrollment grades 9–12 ²
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions			
DoDDS: DoDs Overseas ⁵	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—
Bureau of Indian Education	—	—	—
American Samoa	—	—	—
Guam	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—
Puerto Rico	‡	‡	‡
U.S. Virgin Islands	281	5.5	5,084

— Not available. State or jurisdiction did not report dropout counts or reported counts.

‡ Reporting standards not met. NCES suppressed dropout data for Puerto Rico due to low dropout counts that were unconfirmed by Puerto Rico.

¹ Ungraded dropouts are prorated by the National Center for Education Statistics (NCES) into grades 9–12 based on the graded dropout counts to calculate numerators for dropout rates.

² Ungraded student enrollments are prorated by NCES into grades 9–12 based on graded enrollments to calculate denominators for dropout rates.

³ Totals include the 50 states and the District of Columbia.

⁴ Data were imputed based on prior year rates.

⁵ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core Data State Dropout and Completion Data File," School Year 2009–10, Version 1a.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9–12, by grade and state or jurisdiction: School year 2009–10

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate
Total²	104,756	2.6	113,370	3.0	117,536	3.3	175,806	5.1
Alabama	864	1.4	1,128	2.0	1,048	2.1	862	1.8
Alaska	404	4.0	551	5.5	1,014	9.3	851	8.7
Arizona	4,207	5.1	4,594	5.7	5,269	7.0	10,795	13.6
Arkansas	720	1.9	1,130	3.2	1,427	4.4	1,613	5.3
California	13,849	2.6	15,518	3.1	20,625	4.2	42,587	8.9
Colorado	1,957	3.1	2,216	3.7	3,045	5.3	5,673	9.7
Connecticut	1,316	2.8	1,127	2.6	1,452	3.4	1,299	3.2
Delaware	546	4.7	386	3.7	299	3.4	288	3.5
District of Columbia ³	501	8.1	262	5.9	153	4.2	133	4.0
Florida	4,189	1.9	4,348	2.2	4,678	2.4	4,816	2.8
Georgia	5,800	4.0	5,095	4.2	4,074	3.8	2,800	2.9
Hawaii	562	3.7	816	5.7	726	5.8	632	6.0
Idaho	211	1.0	235	1.1	301	1.5	386	2.0
Illinois	3,482	2.0	5,287	3.1	3,970	2.7	5,801	4.0
Indiana	373	0.4	945	1.2	1,349	1.7	2,346	3.2
Iowa	363	1.0	713	1.9	1,276	3.5	2,747	7.1
Kansas	442	1.2	661	1.9	765	2.3	1,105	3.3
Kentucky	1,076	2.0	1,769	3.5	1,762	3.8	1,615	3.7
Louisiana	3,229	5.7	1,920	4.2	1,663	4.1	1,892	4.9
Maine	252	1.7	349	2.3	703	4.8	1,260	8.3
Maryland	1,998	2.7	2,029	3.0	1,686	2.7	1,369	2.2
Massachusetts	2,356	3.0	2,045	2.8	1,837	2.6	1,847	2.7
Michigan	4,305	3.1	6,661	4.9	5,318	4.2	6,699	5.3
Minnesota	337	0.5	453	0.7	796	1.2	2,752	3.7
Mississippi	2,399	6.0	2,651	7.3	2,339	7.3	2,023	7.0
Missouri	2,139	2.9	2,009	2.9	2,449	3.6	3,245	4.8
Montana	340	2.9	435	3.9	527	4.9	599	5.7
Nebraska	186	0.8	372	1.7	538	2.5	825	3.7
Nevada	790	2.3	1,389	4.0	1,294	4.4	2,071	8.0
New Hampshire	3	#	6	#	90	0.6	667	4.3
New Jersey	1,696	1.6	1,667	1.6	1,522	1.5	1,594	1.6
New Mexico	2,229	7.5	2,075	7.8	1,484	6.6	1,021	5.1
New York	7,354	3.1	8,222	3.5	6,674	3.4	8,931	4.7
North Carolina	6,553	5.1	5,535	4.9	4,769	4.8	3,338	3.8
North Dakota	40	0.5	174	2.3	207	2.7	259	3.4
Ohio	6,968	4.4	3,853	2.8	4,574	3.7	7,011	5.9
Oklahoma	949	1.9	1,062	2.3	1,188	2.8	1,086	2.7
Oregon	465	1.0	771	1.7	1,451	3.3	3,299	7.2
Pennsylvania	1,643	1.1	3,029	2.0	3,268	2.3	4,302	3.1
Rhode Island	573	4.4	613	5.0	509	4.7	471	4.4
South Carolina	1,691	2.7	1,811	3.3	1,547	3.2	1,220	2.7
South Dakota	184	1.8	267	2.7	258	2.8	291	3.3
Tennessee	1,370	1.8	1,579	2.1	1,790	2.6	2,843	4.3
Texas	6,945	1.8	8,253	2.5	6,824	2.2	14,048	4.8
Utah	207	0.5	555	1.4	927	2.3	2,444	6.1
Vermont	76	1.0	180	2.4	215	3.0	250	3.4
Virginia	1,741	1.7	1,857	1.9	1,934	2.1	2,467	2.8
Washington	2,881	3.4	2,792	3.4	3,472	4.4	4,815	5.8
West Virginia	809	3.4	848	4.1	839	4.4	798	4.3
Wisconsin	971	1.4	611	0.9	1,222	1.7	3,260	4.6
Wyoming	215	3.2	516	7.3	389	6.1	460	7.5

See notes at end of table.

Table 5. Public high school numbers of dropouts and event dropout rates for grades 9–12, by grade and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Grade 9 ¹		Grade 10 ¹		Grade 11 ¹		Grade 12 ¹	
	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate	Number of dropouts	Event dropout rate
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁴	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁴	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—
Puerto Rico	‡	‡	‡	‡	‡	‡	‡	‡
U.S. Virgin Islands	122	7.2	68	5.5	53	4.7	38	3.7

— Not available. State or jurisdiction did not report dropout counts or reported counts.

Rounds to zero.

‡ Reporting standards not met. NCES suppressed dropout data for Puerto Rico due to low dropout counts that were unconfirmed by Puerto Rico.

¹ Ungraded student enrollment counts and ungraded dropout counts are not factored into these individual grade-level dropout rates.

² Totals include the 50 states and the District of Columbia.

³ Data were imputed based on prior year rates.

⁴ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2009–10, Version 1a.

Table 6. Public high school number of dropouts and event dropout rate for grades 9–12, by race/ethnicity and state or jurisdiction: School year 2009–10

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White		Two or more races	
	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}
Reporting states⁴	12,044	6.7	14,595	1.9	150,137	5.0	137,287	5.5	191,943	2.3	‡	‡
Alabama	27	1.3	37	1.4	59	0.9	1,610	2.0	2,095	1.6	—	—
Alaska	1,084	11.6	161	4.8	134	6.1	98	6.4	1,139	5.1	200	9.6
Arizona	2,746	14.6	475	4.9	9,989	8.1	1,714	8.8	9,941	6.8	—	—
Arkansas	45	4.9	51	2.0	426	4.1	1,510	5.0	2,817	3.1	40	3.1
California	1,035	6.5	4,847	2.0	55,187	5.8	12,660	8.4	16,436	2.8	2,709	5.0
Colorado	306	10.1	203	2.4	6,147	9.9	1,301	8.6	4,933	3.2	—	—
Connecticut	19	3.0	70	1.1	1,879	6.9	1,653	6.8	1,570	1.4	—	—
Delaware	14	10.3	43	3.2	160	4.7	629	4.9	672	3.1	—	—
District of Columbia ⁵	0	0.0	13	5.4	147	8.3	1,045	6.9	27	4.9	—	—
Florida	69	2.7	164	0.8	5,398	2.8	6,310	3.5	5,788	1.6	—	—
Georgia	57	4.2	244	1.5	1,767	4.3	8,536	4.6	6,774	3.1	388	3.4
Hawaii	25	9.0	1,856	4.7	141	5.9	88	7.9	626	6.4	—	—
Idaho	36	2.5	18	1.2	244	2.2	17	1.9	817	1.2	—	—
Illinois	50	3.0	234	0.9	4,439	3.8	7,173	5.7	6,326	1.8	—	—
Indiana	19	2.2	53	1.1	448	2.4	1,175	3.1	3,141	1.3	—	—
Iowa	77	8.9	60	2.1	658	6.9	653	9.1	3,535	2.8	116	4.9
Kansas	76	4.1	22	0.7	534	2.9	413	3.7	1,826	1.8	95	2.0
Kentucky	5	1.9	43	2.0	249	5.6	1,186	5.5	4,736	2.9	—	—
Louisiana	63	4.8	63	2.0	192	3.9	5,415	6.8	2,972	3.2	—	—
Maine	43	8.6	37	3.8	36	5.0	73	4.9	2,373	4.2	—	—
Maryland	33	3.2	131	0.9	932	4.2	3,524	3.4	2,460	2.0	—	—
Massachusetts	27	3.3	242	1.7	2,880	7.3	1,272	5.0	3,510	1.7	153	3.1
Michigan	262	5.4	389	3.1	1,336	6.2	10,225	9.2	10,426	2.7	—	—
Minnesota	324	5.7	260	1.6	593	4.2	978	3.9	2,181	1.0	—	—
Mississippi	11	4.6	37	2.8	131	5.9	6,702	9.3	3,531	5.6	0	0.0
Missouri	41	3.0	76	1.5	361	4.1	4,259	8.4	5,105	2.4	—	—
Montana	466	10.3	11	2.0	67	6.2	27	7.0	1,327	3.5	—	—
Nebraska	97	7.0	34	1.8	413	4.0	276	4.1	1,098	1.6	—	—
Nevada	89	4.7	334	3.1	2,306	5.4	972	6.5	1,842	3.4	—	—
New Hampshire	3	1.5	14	1.1	58	2.9	18	1.6	670	1.1	3	1.0
New Jersey	19	1.5	133	0.4	2,212	2.8	2,572	3.5	2,075	0.9	31	3.4
New Mexico	1,042	8.8	55	4.6	4,051	7.2	197	9.0	1,429	5.3	36	4.7
New York	230	5.6	1,616	2.4	10,708	5.9	11,197	6.5	8,023	1.7	—	—
North Carolina	357	6.1	213	2.0	2,133	6.1	7,394	5.4	9,528	4.0	—	—
North Dakota	204	7.5	3	0.9	20	3.5	15	2.6	437	1.7	—	—
Ohio	61	7.8	108	1.4	957	7.4	8,738	9.4	11,613	2.8	—	—
Oklahoma	853	2.5	45	1.1	558	3.5	638	3.3	2,189	2.1	—	—
Oregon	245	6.7	113	1.4	1,399	4.7	329	6.2	3,649	2.9	—	—
Pennsylvania	21	2.2	201	1.3	2,066	5.1	3,346	3.7	6,529	1.5	—	—
Rhode Island	30	8.5	68	4.5	566	6.8	291	6.6	1,211	3.8	—	—
South Carolina	42	5.6	41	1.3	321	3.6	2,723	3.3	3,113	2.7	—	—
South Dakota	384	10.5	14	2.7	48	5.2	31	3.4	522	1.6	—	—
Tennessee	16	2.7	57	1.2	374	3.3	3,535	4.9	3,597	1.8	—	—
Texas	183	3.6	262	0.5	21,340	3.6	8,182	4.2	6,039	1.2	—	—
Utah	148	5.7	151	2.8	1,155	5.5	85	3.8	2,576	2.1	—	—
Vermont	0	0.0	9	2.0	9	2.6	8	1.5	681	2.4	13	4.1
Virginia	20	1.6	259	1.2	1,428	4.6	2,998	3.0	3,101	1.4	—	—
Washington	666	8.2	859	3.0	2,588	5.8	1,155	6.1	8,055	3.6	—	—
West Virginia	3	3.6	3	0.5	34	4.6	201	4.6	3,050	4.0	3	1.9
Wisconsin	221	5.2	159	1.6	859	4.7	2,101	7.5	2,725	1.2	—	—
Wyoming	150	20.8	4	1.7	0	0.0	39	13.1	1,107	5.0	280	94.9

See notes at end of table.

Table 6. Public high school number of dropouts and event dropout rate for grades 9–12, by race/ethnicity and state or jurisdiction: School year 2009–10
—Continued

State or jurisdiction	American Indian/ Alaska Native ¹		Asian/Pacific Islander		Hispanic		Black		White		Two or more races	
	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}	Number of dropouts ²	Event dropout rate ^{2,3}
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
U.S. Virgin Islands	0	0.0	0	0.0	48	7.4	232	5.3	0	0.0	—	—

— Not available. State or jurisdiction did not report dropout counts. State or jurisdiction did not report students/dropouts in the two or more race category.

‡ Reporting standards not met. Data not available for more than 20 percent of states. NCES suppressed dropout data for Puerto Rico due to low dropout counts that were unconfirmed by Puerto Rico.

¹The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education.

² Ungraded dropouts are prorated by NCES into grades 9–12 based on the graded dropout counts to calculate numerators for dropout rates.

³ Ungraded student enrollments are prorated by NCES into grades 9–12 based on graded enrollments to calculate denominators for dropout rates.

⁴ Reporting states' totals include any of the 50 states and the District of Columbia that reported all data elements.

⁵Data were imputed based on prior year rates.

⁶ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year. Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2009–10, Version 1a.

Table 7. Public high school event dropout rate for grades 9–12, by state or jurisdiction: School years 2002–03 through 2009–10

State or jurisdiction	Event dropout rates, grades 9–12 ¹							
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Reporting states²	3.9	4.1	3.9	3.9	4.4	4.1	4.1	3.4
Alabama	3.5	3.3	2.8	2.5	2.3	2.2	1.5	1.8
Alaska	7.6	7.0	8.2	8.0	7.3	7.3	7.0	6.9
Arizona	8.5	6.7	6.2	7.6	7.6	6.7	8.3	7.8
Arkansas	4.6	4.7	4.3	3.1	4.6	4.7	4.1	3.6
California	3.2	3.3	3.1	3.7	5.5	5.0	5.0 ³	4.6
Colorado	3.5	5.4	7.8	7.8	6.9	6.4	6.1	5.3
Connecticut	2.1	—	—	2.0	2.1	2.8	3.1	3.0
Delaware	5.5	6.1	5.3	5.5	5.5	6.0	5.1	3.9
District of Columbia	—	—	—	—	7.1	5.5	7.0	7.0 ⁴
Florida	3.4	3.4	3.5	4.1	3.8	3.3	2.6	2.3
Georgia	5.8	5.4	5.6	5.2	4.6	4.3	4.2	3.8
Hawaii	4.7	4.8	4.7	4.7	5.4	5.4	4.9	5.2
Idaho	3.9	3.1	3.0	2.7	2.6	2.0	1.6	1.4
Illinois	5.7	5.3	4.5	4.0	4.0	5.2	11.5	2.9
Indiana	2.2	2.5	2.5	2.9	2.7	1.7	1.7	1.6
Iowa	1.9	—	2.2	2.2	2.3	2.9	3.1	3.4
Kansas	2.4	2.2	2.1	2.4	2.7	2.5	2.1	2.1
Kentucky	3.3	3.3	3.5	3.3	3.0	2.8	2.9	3.2
Louisiana	7.5	7.9	7.5	8.4	7.4	7.5	6.8	4.8
Maine	2.8	2.7	2.8	5.4	5.3	4.4	3.6	4.2
Maryland	3.6	4.1	3.9	3.9	3.8	3.6	3.0	2.7
Massachusetts	3.3	3.7	3.8	3.4	3.8	3.4	2.9	2.8
Michigan	4.5	4.6	3.9	3.5	7.4	6.2	3.8	4.3
Minnesota	3.8	—	—	3.1	3.0	2.8	1.9	1.6
Mississippi	3.7	2.9	2.8	3.0	4.3	4.6	4.2	7.4
Missouri	3.3	3.3	3.7	4.1	3.7	4.9	4.3	3.5
Montana	3.6	3.4	3.4	3.7	3.7	5.2	5.0	4.3
Nebraska	3.1	2.8	2.7	2.8	2.8	2.5	2.4	2.2
Nevada	6.1	6.0	5.8	7.7	5.1	5.1	5.1 ³	4.5
New Hampshire	3.8	3.8	3.5	3.2	3.2	3.0	1.7	1.2
New Jersey	1.8	—	—	1.7	2.0	1.7	1.6	1.6
New Mexico	4.7	5.2	4.2	5.5	6.1	5.2	4.9	6.9
New York	5.5	5.6	5.7	4.4	5.3	3.9	4.2	3.6
North Carolina	5.2	5.2	5.2	—	5.7	5.2	5.3	4.7
North Dakota	2.2	2.0	1.9	2.1	2.3	2.4	2.5	2.2
Ohio	3.0	3.3	3.5	4.1	4.5	4.3	4.2	4.2
Oklahoma	4.0	3.9	3.5	3.6	3.5	3.1	2.5	2.4
Oregon	4.4	—	—	4.6	4.6	3.8	3.4	3.4
Pennsylvania	3.2	2.9	2.9	2.8	—	2.6	2.3	2.1
Rhode Island	4.0	3.4	4.1	4.1	5.8	5.3	4.4	4.6
South Carolina	3.2	3.4	3.3	—	3.9	3.9	3.4	3.0
South Dakota	3.3	4.2	4.4	4.4	3.9	2.3	1.8	2.6
Tennessee	3.2	3.3	2.7	2.8	3.1	3.9	3.2	2.7
Texas	3.6	3.6	3.6	4.3	4.0	4.0	3.2	2.7
Utah	3.9	3.8	3.7	3.3	3.1	4.2	3.3	2.6
Vermont	3.5	2.8	2.6	—	—	—	2.6	2.4
Virginia	3.0	2.8	2.5	2.7	2.6	2.7	2.5	2.1
Washington	6.2	6.5	4.5	5.6	5.1	5.7	4.7	4.2
West Virginia	3.7	4.3	4.1	3.9	4.0	4.4	4.1	4.0
Wisconsin	2.0	—	2.4	2.2	2.2	2.3	2.3	2.2
Wyoming	4.5	4.6	4.8	5.7	5.1	5.0	1.1	6.0

See notes at end of table.

Table 7. Public high school event dropout rate for grades 9–12, by state or jurisdiction: School years 2002–03 through 2009–10—Continued

State or jurisdiction	Event dropout rates, grades 9–12 ¹							
	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ⁵	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ⁵	—	—	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—	—	—
American Samoa	2.0	2.4	2.5	2.5	—	—	—	—
Guam	—	9.1	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	2.6	2.8	2.8	3.5	3.1	—	—	—
Puerto Rico	—	—	—	0.7	‡	‡	‡	‡
U.S. Virgin Islands	2.8	7.7	6.2	8.2	5.4	7.8	7.4	5.5

— Not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.

‡ Reporting standards not met. NCES suppressed dropout data for Puerto Rico due to low dropout counts that were unconfirmed by Puerto Rico.

¹ Prior to 2007–08, ungraded dropouts were distributed across grades before the data were reported to NCES. Beginning with the 2007–08 school year NCES prorated ungraded dropouts into the high school grades 9–12. For all years reported here, ungraded student enrollments are prorated by NCES into grades to calculate denominators for dropout rates.

² Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

³ Due to item nonresponse, data for California and Nevada were imputed based on prior year reported data.

⁴ Data were imputed based on prior year rates.

⁵ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year. Caution should be taken when interpreting these data. Changes in the dropout data may reflect a real change or they could reflect an increased ability to identify students who dropped out.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Common Core of Data State-Level Public School Dropout Data File," 2002–03, version 1a; 2003–04, Version 1a; 2004–05, Version 1a; and "NCES Common Core of Data State Dropout and Completion Data File," School Year 2005–06, Version 1b; 2006–07, Version 1a; 2007–08, Version 1b; 2008–09, Version 1a; and 2009–10, Version 1a.

Table 8. Public high school number of graduates, number of high school dropouts for grades 9–12, and high school event dropout rate for grades 9–12, by gender and state or jurisdiction: School year 2009–10

State or jurisdiction	Number of graduates ¹		High school dropouts ²			
	Male	Female	Male		Female	
			Number of dropouts	Event dropout rate ³	Number of dropouts	Event dropout rate ³
Reporting states⁴	1,514,185	1,556,052	280,648	3.8	206,424	2.9
Alabama	20,844	22,271	2,185	2.0	1,606	1.5
Alaska	4,010	4,235	1,554	7.4	1,262	6.3
Arizona	29,608	31,109	13,429	8.3	11,061	7.2
Arkansas	13,819	14,457	2,924	4.2	1,964	2.9
California	198,339	206,479	54,797	5.4	38,067	3.9
Colorado	24,217	25,104	7,221	5.9	5,646	4.8
Connecticut	—	—	3,380	3.8	1,802	2.1
Delaware	3,885	4,248	871	4.5	647	3.4
District of Columbia	1,647	1,955	632	7.5 ⁵	600	6.4 ⁵
Florida	74,094	78,468	10,404	2.7	7,325	1.9
Georgia	43,664	47,897	10,741	4.5	7,025	3.0
Hawaii	5,626	5,372	1,553	5.7	1,183	4.7
Idaho	9,067	8,726	620	1.5	512	1.3
Illinois	67,888	68,949	10,484	3.3	7,569	2.5
Indiana	30,930	32,063	2,895	1.9	1,893	1.3
Iowa	17,080	17,382	2,784	3.7	2,065	2.9
Kansas	15,918	15,724	1,790	2.5	1,177	1.7
Kentucky	21,253	21,295	‡	‡	‡	‡
Louisiana	17,010	19,563	4,989	5.6	3,676	4.1
Maine	6,577	6,258	‡	‡	‡	‡
Maryland	29,049	30,029	4,385	3.2	2,695	2.1
Massachusetts	31,956	32,506	4,790	3.2	3,290	2.3
Michigan	54,116	55,770	12,303	4.5	9,736	3.8
Minnesota	29,846	29,821	2,573	1.8	1,740	1.3
Mississippi	11,735	13,586	‡	‡	‡	‡
Missouri	31,915	32,079	5,535	3.9	4,010	2.9
Montana	5,041	5,034	1,094	4.8	807	3.8
Nebraska	9,672	9,698	1,141	2.5	738	1.7
Nevada	9,976	10,699	2,995	4.7	2,305	3.8
New Hampshire	7,436	7,598	472	1.4	286	0.9
New Jersey	48,796	47,429	4,007	1.8	3,036	1.5
New Mexico	8,934	9,661	3,870	7.7	2,919	6.1
New York	90,295	93,122	18,150	4.1	13,599	3.0
North Carolina	42,118	44,569	11,575	5.3	8,031	3.8
North Dakota	3,642	3,513	389	2.5	289	2.0
Ohio	60,156	60,292	11,286	4.2	9,648	3.8
Oklahoma	19,255	19,248	2,375	2.6	1,908	2.2
Oregon	16,568	17,206	3,187	3.7	2,330	2.9
Pennsylvania	65,393	65,200	6,919	2.4	5,119	1.8
Rhode Island	4,883	5,025	1,303	5.5	863	3.8
South Carolina	18,424	21,230	3,727	3.5	2,513	2.4
South Dakota	4,081	4,076	540	2.8	459	2.5
Tennessee	30,780	31,628	4,527	3.1	3,052	2.2
Texas	140,858	139,529	19,254	2.8	16,267	2.5
Utah	15,505	15,870	2,345	2.9	1,740	2.3
Vermont	3,306	3,232	397	2.9	284	2.2
Virginia	39,341	40,899	4,563	2.4	3,235	1.8
Washington	31,353	32,194	7,415	4.5	5,836	3.7
West Virginia	8,861	8,790	1,870	4.4	1,424	3.6
Wisconsin	32,540	32,147	3,517	2.4	2,523	1.9
Wyoming	2,878	2,817	891	6.6	662	5.2

See notes at end of table.

Table 8. Public high school number of graduates, number of high school dropouts for grades 9–12, and high school event dropout rate for grades 9–12, by gender and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Number of graduates ¹		High school dropouts ²			
	Male	Female	Male		Female	
			Number of dropouts	Event dropout rate ³	Number of dropouts	Event dropout rate ³
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas ⁶	—	—	—	—	—	—
DDESS: DoDs Domestic ⁶	—	—	—	—	—	—
Bureau of Indian Education	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—
Guam	—	—	—	—	—	—
Commonwealth of the Northern Marianas Islands	—	—	—	—	—	—
Puerto Rico	11,315	14,199	‡	‡	‡	‡
U.S. Virgin Islands	408	550	175	7.3	105	3.9

— Not available. State or jurisdiction did not report graduate counts or dropout counts by gender.

‡ Reporting standards not met.

¹Graduate counts were calculated using district-level data. Totals may differ from graduate counts on other tables due to different reporting levels. Graduation rates were not calculated due to missing data at the school district level.

² Ungraded dropouts are prorated by NCES into grades based on the graded dropout counts to calculate numerators for dropout rates.

Ungraded student enrollments are prorated by NCES into grades based on graded enrollments to calculate denominators for dropout rates.

³ The event dropout rate is defined as the count of dropouts from a given school year divided by the count of student enrollments within the same grade span at the beginning of the same school year.

⁴ Reporting states totals include any of the 50 states and the District of Columbia that reported all data elements.

⁵ Data were imputed based on prior year rates.

⁶ DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES

Common Core of Data State Dropout and Completion Data File," School Year 2009–10, Version 1a; and "NCES Common Core

of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File," School Year 2009–10,

Version 1a.

Appendix A: Methodology and Technical Notes

General Notes

Source of data. The numbers of high school graduates and the student membership data presented in this report are taken from the Common Core of Data (CCD) State Nonfiscal Survey file, with one exception: counts of graduates by gender reported in table 8 are based on data taken from the CCD Local Education Agency (LEA) Universe Survey file. The membership data that were used to create the enrollment base (denominator) for the event dropout rate were taken from the CCD School Universe Survey. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

The 2009–10 data were reported through the U.S. Department of Education’s *EDFacts* system. American Samoa, the Commonwealth of the Northern Marianas Islands, Guam, the U.S. Department of Defense dependent schools (overseas and domestic) and the Bureau of Indian Education did not report graduates or dropouts for the 2009–10 school year.

Missing data. When reporting results, NCES treats missing data within individual states differently than it treats missing data across all states, the District of Columbia, and other jurisdictions as a whole. An individual state is considered to have missing data if an item is reported for less than 85 percent of eligible students. If information is missing for some but no more than 15 percent of eligible students across the 50 states and District of Columbia, NCES calculates totals and identifies them as “reporting states” totals (rather than totals for the United States).

EDFacts accepted blank responses in 2009–10 school year reports and did not require that states distinguish among missing, not applicable, and “zero” values. NCES makes every effort to correctly identify responses as missing, not applicable, or zero after the fact, but it is possible that some blank responses may have been categorized incorrectly.

Totals. “Reporting states” totals are limited to the 50 states and the District of Columbia. Because not all, but at least 85 percent, of eligible students in the 50 states and the District of Columbia are represented in the graduation and dropout counts, these tables present a “reporting states” total. See “Missing data” (above) for more information.

Protecting the confidentiality of dropout and high school graduation data. It would be possible under some conditions to identify an individual student who dropped out of school or who was not awarded a regular diploma at the end of 12th grade. For example, if a state had 10 White students enrolled in 12th grade and only 1 White high school graduate, that graduating student could infer that all of the other White students had failed to graduate. The same situation could occur with dropouts. For example, if a state reported 15 White students enrolled in grade 9 at the beginning of a school year and 15 White 9th-grade dropouts, an outside observer could infer that all of the original students had dropped out. (These would be inferences because the CCD cannot distinguish between students who fail to graduate or who drop out and students who transfer out of state or into private schools.) The dropout and high school graduation data were perturbed in order to guard against these disclosures. Reported numbers of graduates were increased or decreased slightly to protect against disclosure. These changes resulted in a minimal distortion of information. Specific counts that have been perturbed cannot be distinguished from unperturbed counts.

Data quality. There is variation in the degree of rigor with which the states or school districts verify their data. Those states that collect dropout or graduation data through student-level records systems are better able to verify students’ enrollment and graduation status than are those agencies that collect aggregate data from schools and districts. In the past NCES did not audit state reports. Starting with the 2006–07 collection, NCES has been more aggressive in verifying data that do not appear to be accurate. If, for example, zero dropouts were reported for a school district that had a high school enrollment of more than 400 students NCES required confirmation from the state that the zero count was correct. Likewise, if zero diplomas were reported for a

district with more than 20 12th graders then NCES required confirmation that the zero count was accurate. Barring confirmation, NCES recoded the submitted zero count, setting it to missing.

NCES also required that some aggregate-level data be confirmed or revised. For 2009–10, NCES contacted Alabama, the District of Columbia, Illinois and Puerto Rico because the submitted dropout counts produced dropout rate estimates that were low when compared to other states and data from earlier years. Alabama and Illinois confirmed the reported counts. The District of Columbia and Puerto Rico did not confirm their dropout counts. As the unconfirmed dropout counts resulted in a calculated dropout rate of less than one percent, NCES suppressed dropout counts for the District of Columbia and Puerto Rico at the LEA level. The state-level dropout data were imputed for the District of Columbia based on prior year rates. The state-level dropout data for Puerto Rico were suppressed because prior year data was not available.

For 2009–10, NCES contacted Connecticut because the submitted high school diploma counts produced AFGR estimates that were high compared to other states and data from earlier years. Connecticut did not confirm their diploma counts. The unconfirmed diploma count represented a 29 percent increase from the prior year, 110 percent of the 12th- grade student enrollments in-year, and resulted in a calculated AFGR of 98 percent. Accordingly, NCES suppressed diploma counts for Connecticut at the LEA level and imputed the counts at the state level using prior year rates. States have been made aware of the new NCES protocols and understand that NCES is working to develop further methods to audit their end of year data.

Additionally for 2009–10, dropout data reported at the LEA-level for Kentucky, Maine, and Mississippi accounted for less than 85 percent of the SEA-level reporting. These cross-level discrepancies were noted on data error reports to all three of these states and the states did not submit any revisions to these data as of January 1, 2013. NCES has thereby suppressed the LEA-level dropout counts for these states because these data do not meet NCES data quality and coverage standards.

Discrepancies between dropout rates and graduation rates. The AFGR estimates the percentage of public high school students who receive a regular diploma within 4 years of their entry into 9th grade. Students who receive an alternative high school credential (i.e., a certificate of attendance or a high school equivalency degree) and those that take more than 4 years to complete high school are not considered on-time graduates or dropouts. Thus one should not expect the AFGR and the dropout rates to account for all high school students.

Notes on High School Graduation Data

Differences in definitions of “graduate.” State and local policies can affect the numbers of graduates reported. There are differences in what a high school diploma represents across states. The CCD defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. However, some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address the state or district’s academic standards. For example, some states have in-school General Education Development (GED) programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas. Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result of different policies, students who receive a certificate of completion in one state might have been awarded a regular diploma in another.

Calculating the AFGR. The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2009–10 AFGR was the average of 8th-grade membership in 2005–06, 9th-grade membership in 2006–07, and 10th-grade membership in 2007–08. Ungraded students are prorated into grades 9 through 12. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2006–07 freshmen in order to estimate the on-time graduation rate for 2009–10.

Treatment of ungraded students. Although the AFGR denominator is based on enrollments by grade, some states report ungraded students. To edit this, the data for ungraded enrollment counts were redistributed across

grades in proportion to the graded enrollment of the state. For example, if 8th-grade students accounted for 7 percent of all students in grades prekindergarten through grade 12 for the state, then 7 percent of the ungraded student count was prorated into the count of 8th-grade students. The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. For the distribution of the race/ethnicity detail, the same proportion used for the grade was used for each race/ethnicity detail. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Cautions in interpreting the Averaged Freshman Graduation Rate. Although the AFGR was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the AFGR does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. As a result, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average. Second, by including all graduates in a specific year, the graduates include students who repeated a grade in high school or graduated high school early and thus are not on-time cohort graduates in that year.

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been edited to 100 percent in this report.

Second, including the estimate of 8th-graders from the previous year in order to remove the effect of freshmen who were retained, and thus are not first-time freshmen, ignores the fact that in some cases there may be real change in the number of 8th-graders relative to counts of 9th-graders due to transfers between public and private schools. If more students transfer to public schools during these years, using a count of 8th-graders that does not include those students would serve to artificially decrease the estimated number of 9th-graders, and as a result increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the 8th and 9th grades, using the 8th-grade count that includes students leaving the population would artificially increase the estimated number of 9th-graders and in turn, decrease the graduation rate.

Third, there may be a tradeoff between the edits for retentions and grade specific differences in the number of dropouts. The use of the 10th-grade enrollment count helps to dampen the effect of 9th-grade retentions, but ignores the fact that 9th-grade dropouts result in a smaller 10th-grade population. Excluding these 9th-grade dropouts would lower the estimate of freshmen and as a result increase the graduation rate.

Notes on Dropout Data

Definition of a dropout. The CCD provides an event dropout count. An event dropout count represents the number of students dropping out each year. According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the previous school year;
- was not enrolled at the beginning of the current school year;
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

The following statements apply for the purpose of this definition:

- The school year is the 12-month period of time from the first day of school (operationally set as October 1), with dropouts from the previous summer reported for the year and grade in which they fail to enroll.
- Individuals who are not accounted for on October 1 are considered dropouts.
- A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition from school authorities. A state- or district-approved educational program may consist of special education and district- or state-sponsored GED preparation.

Defining the school year. Not all states follow a fall-to-fall school year. The CCD dropout count is based on an October–September school year in which a student’s dropout status is determined at the beginning of the year. Some states follow a July–June calendar in which a student’s dropout status is determined at the end of the school year. Dropout rates in states that follow an alternative reporting calendar are comparable with rates for states that follow the October–September calendar (Winglee et al. 2000) and therefore data for states that follow alternative reporting calendars are published in the CCD data files.

Between-year (summer) dropouts. The CCD definition attributes dropouts to the grade and school year for which they do not meet their obligation. Students who complete 1 school year but fail to enroll in the next school year are counted as dropouts from the school year and grade for which they failed to return. For example, a student completing 10th grade in 2008–09 who does not enroll the next year would be reported as an 11th-grade dropout for 2009–10.

GED programs. Students who leave high school to enroll in adult education/GED preparation programs are reported as dropouts, unless the district tracks these students and reports as dropouts those who fail to complete the program. Students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test, if the GED is an accepted high school credential in the state.

Calculating the event dropout rate. The event dropout rate for a given grade is the number of dropouts from that grade divided by the number of students enrolled in that grade at the beginning of the school year. For example, the 10th-grade event dropout rate for 2009–10 is the number of 2009–10 10th-grade dropouts divided by the number of students in 10th grade at the beginning of the 2009–10 school year. Beginning with the 2007–08 school year, states reported ungraded dropouts as a separate category. Therefore, ungraded students and dropouts are not prorated into any single grade. They are prorated in the aggregate grade 9–12 high school dropout counts and rates. The proration process is the same as that used for the AFGR.

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